Paul R. Beasley

April Issue

The C.A.U.T. *Bulletin*

A Publication

Of The

CANADIAN ASSOCIATION

OF

UNIVERSITY TEACHERS

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ATTEND THE ANNUAL MEETING

Under our new Constitution sovereign authority is, rightly, vested in the Council. It is evident to anyone who has had the privilege of attending our Council meetings that our Association is in good health. It does not lack vitality. Nor is there any lack of vitality in many of our local associations. Their functions are not only to deal vigorously with local problems but also to serve as forums of discussion of common problems and as sources of recommendation to the Council. If many of our local associations were not already performing this second function superbly well our national association would not have the vitality it now enjoys. But more is needed. If the potentialities of our Association are to be fully realized we must utilize every opportunity for discussion by the general membership of what we have been doing and what we should be doing. We need in particular a vital forum for discussion that transcends the local association where members from different local associations can meet together and with members of the Council and the Executive. At best attendance at our Annual Meeting can only be a random sample of our general membership, heavily weighted by members of the local association at the University where it is held. Nevertheless it should be and can be the vital forum for discussion that is required. It, too, can make recommendations to Council. I urge you, therefore, if you happen to be in Montreal at 3.30 p.m. on Monday, June 12th, to attend our Annual Meeting this year. It will be my duty with the help of other members of the Executive and of our Executive Secretary to give the fullest possible account of what we have been doing and of the problems that face our Association. It will be yours to debate the issues vigorously and to tell the incoming Council and Executive what they should do.

J. H. Aitchison,
President.

A DEBATE IN THE DARK

An Editorial

The articles that have recently appeared, in this journal and elsewhere, on Canadian university government are valuable expressions of different points of view. They serve to clarify issues, but they inevitably raise more questions than they answer and many of the questions are on matters that can hardly be discussed without further investigation. There is no other way of finding out whether it is Professor Smith or President Emeritus Thompson who pictures conditions "not as they are, but as they might be".

Of course no unanimity of opinion can be expected. There will always be defenders of things as they are — whatever they are — if only on the principle *quieta non movere*. There will also be perennially dissatisfied Young Men in a Hurry, who "meet by twos and threes, in desolate places, to gnash their teeth" at the laggard pace of reform. In a country with a dichotomous university tradition it cannot be easy to arrive at agreement on the basic principles of university government. Where faculty and administration are so sharply differentiated, it is probably unavoidable that debate should involve a certain amount of calling down plagues on one another's houses. Divergent opinions and points of view are the substance of debate, which would be pointless if they did not exist. Genuine argument about objectives is however only possible when enough of the facts are common property. It is possible, even in the absence of adequate information about how universities *are* governed, to argue about how they *should* be governed; but it is not possible to turn a discussion of generalities into a programme of reform. A debate in the dark can do little more than establish the need for investigation. It can make people aware that something may be wrong, but as to precisely what that something may be they can hardly do more than suspend judgement. That attitude, to quote F. M. Cornford again, "besides being peculiarly congenial to the academic temperament, has the

advantage of being comparatively easy to attain." It has also the result of allowing the *status quo* to persist unchallenged, no matter how much it may be questioned.

In the English-speaking world at large, the problems of university government are probably now receiving more attention than at any other time in this century. In the English-speaking universities of Canada, a careful, objective and comphehensive study of existing practice is a necessary preliminary to the solution of the problem. A good deal of piecemeal work has already been done. At Dalhousie in April of last year an elective Faculty Council was established. A faculty committee at the University of New Brunswick has studied the operation of the university and recommended changes. At McGill, a faculty committee on administrative procedures has submitted a sixty-page report on the way the university is governed. Similar committees have been created at Toronto and McMaster. The faculty associations of Manitoba and Saskatchewan have drafted far-reaching proposals for some measure of democracy in academic and administrative structure and for faculty representation on the governing boards. At U. B. C. the faculty has petitioned the Board of Governors to initiate the reform of the provincial statute which regulates the university. In June 1960 the C. A. U. T. Council, after a committee report, formally declared itself in favour of greater faculty participation in university government, without specifying what form it should take.

The role of faculty is only a part of the problem. Canadian universites depend on governments for about sixty per cent of their funds. It is not very likely in the long run that public money will continue to be spent without any measure of government control. In fact the pattern of university expansion is already vitally affected not only by the size but also by the form of government grants. The mere search by particular administrations for working arrangements is no answer to a growing problem. If universities are content simply to drift, many of them with governing structures that ignore their main source

of revenue, they are apt to find themselves with both less money and less effective independence than they need.

In February 1960 the C. A. U. T. Council began a search for foundation support to finance an independent study of the practices of Canadian university government. The estimated cost precludes action by the C. A. U. T. alone, which would in any event compromise the independence of the inquiry. The subject is one in which the Canadian Universities Federation has as much reason to be interested as the C. A. U. T. The record of co-operation between the two bodies is still meagre; if it is to be improved, we shall have to wait a long time for a better occasion.

THE COMMONWEALTH ASSOCIATION OF UNIVERSITY TEACHERS

J. R. Mallory*

The Commonwealth Association of University Teachers is a loose federation of associations of university teachers to provide an agency of co-operation and consultation among its members in the Commonwealth. Most of its constituent parts are the national associations of university teachers, such as the C.A.U.T. in Canada and the A.U.T. in the United Kingdom, but in certain cases where there is no national association or only a single university the affiliation may be by university groups. Thus, the first group to resolve formally to join the original four of Australia, Canada, New Zealand and the United Kingdom was the staff association of the University of Malaya.

The proposal to form an association of Commonwealth University Teachers has been in the air for a number of years. Some steps were taken to launch one in 1954, but the time was not propitious, and it was not until 1959 that progress was made. Much of the initiative came from within the United Kingdom A.U.T. which found itself with a growing number of problems it was not in a position to solve. There had been cases of university teachers from the United Kingdom who had encountered difficulties about the terms of the contracts, the payment of travel allowances and the like in some colleges and universities overseas. Also it was becoming apparent that the creation of new universities and the expansion of old ones overseas were bringing into being problems of staff status which had long since been worked out in countries which already had associations of teachers.

It was felt that a Commonwealth Association might serve as a stimulus to the organization of teachers' associations in overseas universities. It could also serve in some degree as a means of assisting in solving disputes or at least minimizing grievances based on inadequate or misleading information in the advertising of posts. It could also provide a means for spreading the standards of university government in the "old" Commonwealth countries to the new universities now being established.

There were difficulties, however, about setting up an all-embracing Commonwealth association. Some doubts existed as to whether the

*McGill University.

Commonwealth was an appropriate unit to employ when there was already an international association of a more embracing character in being. It was also doubted whether yet another organization centred in London and run by permanent officials would commend itself to all parts of the Commonwealth. In any event such an association could count on little in the way of funds, so that it could not have a governing body which could hold regular meetings. It could only operate by informal consultation and its functions would have to be modest and limited.

In spite of these difficulties, the Commonwealth Association of University Teachers is now in being. A provisional committee was set up in 1959, and by 1960 it had provided itself with a rudimentary federal consitution, a Chairman/Secretary and a Treasurer (Professor J. L. Montrose of the Queen's University, Belfast, and myself), and an Executive Committee made up of representatives of each of the constituent associations. This Executive Committee may take decisions, but a majority may ask that they be referred back to member associations for decision.

What can such an attenuated organization accomplish? More, I think, than its limited structure would suggest. It has already taken under consideration a study of conditions of service. This is of urgent importance at a time when many of the newer overseas universities must recruit the nucleus of their staffs from the more "mature" educational economies. The Association can act as a sort of post-office, providing a pool of information which will be of value to all members. It can encourage and assist in the formation of associations of teachers in newer universities so that from the outset these organizations can not only play a part in elevating the standards of their profession, but also provide a means of exerting the influence of teachers on educational policy.

COMMITTEE ON GROUP INSURANCE

On 26 February 1961 the C. A. U. T. Council confirmed the setting up of a committee on group insurance. Half a dozen universities or colleges are still without any group sickness or accident insurance plan; five have no group life insurance plan. The new committee is to consider the feasibility of a C. A. U. T. group insurance scheme and the possibility of a C. A. U. T. retirement plan. Requests for information should be addressed to the chairman of the committee, Professor D. R. Lindsay of Lakehead College, Port Arthur.

FACULTY PARTICIPATION IN UNIVERSITY ADMINISTRATION

Dr. N. A. M. MacKenzie*

Those of us who have worked or studied at the older universities of Britain will recall, not without a sense of nostalgia, a typical college of pre-war days with its small group of resident students taught by a few dozen fellows who, or at least so it seemed, lived the quiet life of reflection and contemplation. The fellows gathered nightly as a group at high table to exchange views and opinions, to discuss the academic life, to measure and appraise the progress of their students; and problems were doubtless solved as they occurred—in the Senior Common Room, where the master and his fellows withdrew to sip port and enjoy the gentle pleasures of conversation.

How different by contrast the Canadian university of 1960—and here I am thinking of the University of British Columbia—with a student body numbering 10,500 during the regular winter session, a teaching faculty of over 600 and an ever-growing enrolment in our summer session and extension courses. During the last fifteen years this University has changed from a small, compact institution which taught mainly undergraduate courses in the liberal arts, agriculture and applied science to the second largest English-language institution in Canada, with ten faculties, five schools, and a graduate program which attracts students from all over the world.

Few other universities in North America have undergone such radical and basic changes, and these changes have brought with them a host of challenging problems and situations—not the least of which is that of giving to the individual staff member a proper voice in the academic and administrative policies of the University. The communication and interpretation of basic ideas affecting the University as a whole becomes a very real problem, while the difficulty of making each staff member feel part of an academic community, of ensuring that each may contribute his own ideas, skills and talents in a useful and effective manner, takes on rather large proportions.

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*This article, by the President of the University of British Columbia, is reprinted from *Vestes, The Australian Universities' Review*, III, no. 2 (June 1960), pp. 16-19. Dr. Mackenzie has expanded it by adding the terms of reference of standing committees.

Yet another complication resides in the fact that the Canadian university is not a single, homogeneous institution, but, indeed, several different kinds of institution which, in other parts of the world, are often separated into a variety of autonomous colleges and schools. Here in Canada we continue to believe that such widely different disciplines as forestry and pharmacy, law and agriculture, physical education and medicine, fine arts and engineering belong properly together on the same campus.

The philosophy of education behind this belief would require lengthy explanation and this is not the place for such a discussion. However, the natural consequence is that the typical Canadian university requires a staff competent in many fields and disciplines, with wide and diversified backgrounds of training and experience. Each member of faculty brings his own ideas about education and on occasion his wishes and desires may be in conflict with those of his colleagues.

Yet if a university administration is to act in a progressive, democratic and enlightened manner, methods must be devised to permit active participation by everyone, be he lecturer or professor, historian or physicist, musician or mathematician. At the same time, the individual must not become so overburdened with committees or administrative tasks that he cannot adequately perform his duties as teacher, scholar and researcher. There must be administrative officers of the university who devote most of their time to business affairs (buildings and grounds, management of the non-teaching staff, accounting procedures, food services, and housing—to cite a few examples) in order to ensure the efficient control of a complex organization. Yet wherever it is possible and feasible, these officers too should have teaching duties in order that they may remain in close touch with students and members of the teaching staff. Whenever decisions of an academic nature are involved, and sometimes such decisions may have direct effects on the business affairs of the university, they should be made in so far as possible by members of the teaching staff, even though the carrying out of policies devised be left to the administrative officers.

Direct participation in these areas of administration can be ensured through the use of committees, and here at the University of British Columbia we have deliberately nourished and fostered a well-developed system at every level of administration—departmental, faculty, university and senate. Membership on these committees is drawn from as wide a cross-section as possible of the University community, with

special attempt being made to ensure that new members of the faculty are introduced to committee work in order that they may quickly take an active and responsible part in the control of the University.

The committee system is sometimes criticized for being slow and cumbersome, for taking up time which might be devoted to other work, for dividing responsibility, for permitting a few strong people to dominate. All of these defects are, of course, inherent in the system, but as fields of learning expand and grow more complex, it becomes impossible for a single person to possess the knowledge and learning necessary for the solution of many of the problems that daily arise in a modern university. The committee system remains one of the best methods of avoiding precipitous or ill-informed action. Senior administrators who fail to consult the best opinion available in solving a particular problem run the risk of costly and even tragic blunders which can cause irreparable damage to educational standards and to the peace of mind of members of the faculty. We are none of us omniscient and in an institution which has direct and immediate access to experts and specialists, it is both foolish and wasteful not to make the fullest possible use of such resources.

At this University we have about 120 standing committees, and as the need arises *ad hoc* committees are appointed to study particular problems. In reality the standing committees are at the core of our administrative procedures, dealing as they do with every aspect of academic life from Archives to Forest Research, from Botanical Garden Policy to Radio and Television, from English Language Problems of Foreign Students to Public Relations. Naturally the work of the committees varies in scope, depth, and responsibility, with some meeting weekly, others monthly, and still others at less frequent intervals. One in particular is worthy of a special mention, since on the basis of its recommendations to the President and the Board of Governors decisions are made and policies created which have lasting and fundamental effects on the structure and development of the University. The Senior Appointments Committee deals with the appointment, re-appointment and promotion of all members of the teaching staff from lecturer to full professor. In other words, this committee, through its appraisal of colleagues, is in many respects responsible for the quality and level of teaching and for the development of special fields of interest, study, and research. Chaired by the Deputy to the President, the Committee has a membership of twenty-four, ten of these being Deans of the Faculties, and the others chosen

to represent as many interests and disciplines within the University as possible. The Committee receives and evaluates information from Deans and Heads of Departments concerning the professional and scholarly activities of members of the teaching staff, establishes principles and priorities for appointments and promotions, and in general seeks to ensure that uniform practices are maintained between departments, in order that the various fields of learning may develop in a balanced and reasonable manner.

Its terms of reference, and those of other important standing committees, are:

Appointments, Re-appointments, Promotions, and Tenure

To consider and advise the President as may be desirable upon all recommendations for appointments, re-appointments and promotions coming to the President from the Deans of the Faculties, and to consider in particular promotions and appointments to the rank of Professor.

To encourage uniform practices in these matters throughout the various faculties, schools and departments.
Members of this Committee are appointed as individuals and not as representatives of their Departments or Facultues.

Campus Planning and Development

To make recommendations to the President concerning planning, development and construction on the Campus.

Faculty Affairs

To consult with and advise the President on matters pertaining to the general terms of faculty employment, salary schedules, basis for promotions and retirements, pensions, medical and other insurance, and related matters.

Future of Higher Education in British Columbia

To explore ways and means of undertaking a study of the needs, in their academic aspect, of higher education in this province and to define the scope of such a study and the areas which should be covered by it and to report to Senate on these matters.

Housing and Food Services

The Committee is concerned with all matters affecting the operation of student residences. The Committee has a particular interest in the following:

The general comfort and welfare of all residents of camps.

Efficient operation and maintenance of the residences.

Fires and police protection in the residences.

Regulations governing the occupancy of dormitories, trailer camps, and married quarters.

To advise the President on all matters relating to the efficient management and correlation of all food services on the campus.

The Faculty Council Committee on Student Affairs

To act as liaison between Administration and Staff on the one hand, and students and student organizations on the other.

To provide a body available to students and student organizations for consultation and advice.

University Library Committee

The Library Committee shall advise and assist the Librarian in:

Formulating a library policy in relation to the development of resources for instruction and research.

Advising in the allocation of book funds to the fields of instruction and research.

Developing a general programme of library services for all the interests of the University.

Keeping the Librarian informed concerning the Library needs of instructional and research staffs, and assisting the Librarian in interpreting the Library to the University.

Men's and Women's Athletic Committee

To make recommendations to the President and to the Alma Mater Society *re* athletic policy and athletic budget.

Committee on the Summer Session

To be responsible for recommending to the President and Director all appointments to the Summer Session and for making such recommendations regarding the organization of the Summer Session as it shall see fit.

The administration at the University of British Columbia has long enjoyed very close and direct contact with the Faculty Association, the professional organization of the teaching staff, and the Association has played a vital part in helping to formulate academic and administrative policy. Through its executive, it makes recommendations and suggestions to the President, the Chancellor, the Senate and the Board of Governors concerning every aspect of University life. Traditionally the Association has been concerned with salaries, with the establishing of floors for the various academic ranks, and with fringe benefits such as pensions, medical services and hospitalization. With the increase in staff and the growing number of students, the Association has also turned its attention to tenure and promotions, study-leave, the education of faculty children, and the maintenance of academic standards.

In essence the role of the Association is to express the views of faculty and to work with the President and the Board of Governors in support of common endeavours of interest and concern to the university family. The Association has its own committee system dealing with the particular interests and concerns already mentioned. One committee is worthy of mention, by way of illustration—the Personnel Services Committee whose duty it is to investigate complaints by members concerning tenure, salary, status, and conditions of service. Although few cases are brought to this committee, it has in the past performed a valuable service in bringing to the attention of the Administration cases where staff members have reason for complaint.

The Senate remains the highest academic authority of the University. As such it is responsible for curricula, the standards of instruction and the courses offered, and indeed it has a direct interest in every aspect of academic life. Here again the teaching faculty plays a prominent role, for while the Senate includes representatives of the secondary schools in the Province, of the Teachers' Federation, the Alumni Association and the University administration, two professors elected by each of the ten faculties together with all the Deans also are members. In consequence, the voice of the academic is strong in this assembly and his suggestions and ideas play a dominant role in the formulation of academic policy.

The Board of Governors deals with the administration and control of all University property, revenue and business transactions. With the exception of the President, who sits ex-officio, there is no representation of faculty, although this has been suggested at various times. Here the

President represents the point of view of the teaching members of the University, both as a group and as individuals. In consequence, the President must have as close a personal association with the members of the faculty as possible, no matter how difficult this may be in an institution as large as the University of British Columbia. For that reason, and without encroaching on the rights and privileges of Deans and Heads of Departments, I have tried to advocate an "open-door" policy, and have encouraged members of staff to discuss with me personally their particular plans or problems. The time available is the great limiting factor, of course, but direct and personal association with members of the faculty, as with students, has always been for me the most stimulating and agreeable side of the life of a President.

At the beginning of this paper I mentioned life in a typical pre-war British college and regretted the passing of those quiet, gentle days when time and change did not seem to press so hard upon us all. Theirs was an ideal of academic life which it is no longer possible to imitate, at least in North America. However, no matter how big universities may grow, we must never lose sight of the fact that while academic communities exist for the prime purpose of passing on wisdom, skills and learning from one generation to the next, the individual scholar, whether teacher or student, in his patient enquiries and investigations remains the most important ingredient in this process of education. He guarantees the continuity of learning; he inspires and encourages; he fashions the world of the present and the future, either directly through his own discoveries or indirectly through his teachings. It is not only fitting but essential that those persons who carry such heavy responsibilities should be consulted about matters affecting the university of which they are part. As with all human problems, it is not possible to satisfy the wishes and desires of every person in an academic community, yet it remains the responsibility of administration to devise procedures whereby the voice of the individual scholar may be heard and profit drawn from his learning and experience.

THE ACADEMIC EMIGRES FROM SOUTH AFRICA

Arthur Keppel-Jones*

"My wife and I are anxious to leave South Africa. We are both South Africans by birth and have not taken this decision lightly, but we see little future for ourselves and, particularly, our two children in this country."

"Finding myself, mainly because of my English parentage, becoming alien in the eyes of those in political control and sensing acutely the determination of the present ruling group to maintain a dangerous, selfish, one-track policy at a time when African Nationalism is on our doorstep I, for one, and there must be many others, feel that our children's future demands that we should establish them in a country which offers something more reasonable."

"The dreadful machinery of state which has been rigged against us, and the forces which support it, and those which it is calling into existence against it, have gone too far . . . . My wife (of 1820 Settler and Afrikaner descent) has had enough. So have I, and we have two children."

"You will not be surprised, in view of the result of the referendum, to hear that M— and I have decided that we must leave this country at the first opportunity."

"If a demolition squad comes to one's house, what choice has one but to move on?"

"When I was released, I asked why I had been arrested. Captain — of the Special Branch gave me two reasons. Firstly, that information had been laid against me by both students and staff at the university; and secondly, that I had the reputation among Africans of a man whose word could be trusted! The first was what really decided me to leave."

These extracts from letters give no more than a glimpse into the minds of South African university teachers who have made the hard decision to pull up their roots. "We have not taken this decision lightly" is an understatement. It is not only that the land, the climate, the scent of bush and veld, the memories and associations of a lifetime,

*Queen's University.

the bonds of family and friendship, all entwine themselves round the reluctant emigrant. Many who have made the decision have played very active parts in the struggle to introduce sanity, tolerance and hope into the country's affairs. All have done something for the development of their universities and the teaching of their own disciplines in them. Several are heads of departments, which in some cases they have built up from small beginnings. Research work, on South African materials, is in progress. All this has to be abandoned.

There is a struggle with the conscience. Should one leave the sinking ship, like a rat? May one desert the front line, in face of the enemy? If you must go for the sake of the children, what about the friends and relations left behind? What about your duty to the Cause, to the oppressed and suffering people of all races?

Some who have faced these questions have come to the conclusion that they must fight to the last ditch. Even so, the more clear-sighted among these have no illusions about the outcome: they will be killed in the ditch, and their Cause with them. Of one courageous liberal a close friend of his reports: "He is not under any illusions about the certain fate of South Africa, or indeed about what will happen to him, but he feels that by going on, doing what he can, he may make the final catastrophe a little less bad." There is little chance that the present régime will be supplanted by one that is liberal and tolerant. It will almost certainly be supplanted, violently, by an African nationalism that has been shaped in the fires of grievance and hatred, and which makes no nice distinctions among white people. In the meantime the present régime continues to enlarge its powers — censorship and preventive detention are among those now being prepared.

Though the speed of deterioration has increased since the emergency of 1960, these prospects have long been in view, and they have naturally been more clearly visible to academic people than to most others. They have been the commonplaces of discussion in the common rooms and round the fireplaces. A steady contemplation of them has a deeper effect than merely to produce alarm for one's own or one's children's safety and freedom. It imperceptibly snaps the bonds of patriotism. In some cases, where some crude injustice has been perpetrated, it has snapped them suddenly. "We feel no further obligation to a country which could do this to R—" would not be a completely natural or justifiable reaction in some other countries; the natural course would be to vent one's anger on the régime, not the country. But hard-headed South African liberals know that the only

alternative to the frying-pan is the fire. Thus by one course or another people arrive at the position in which they have no longer a sense either of obligation or—and this is at the heart of it—of *belonging* to South Africa. No further obligation—alien—a demolition squad comes to one's home: such expressions recur in the letters.

Hitherto it has been possible, in spite of the gathering dangers outside, to teach and speak freely in the English-speaking universities. But this freedom is not likely to be enjoyed much longer. The general reason for this is that freedom is indivisible. A letter from a non-academic correspondent includes the sentence: "It is not safe to mention things here, but I suppose you get news of all that is going on." This was written three months after the so-called "end" of the emergency. There is also a specific reason. In 1959, in contempt of all the opposition and protest that the academic world could legally offer, the measure to eliminate Non-Europeans from "white" universities was pushed through Parliament. In 1960 the new colleges for coloured students and the various sections of Africans were opened under the tight control of a government department, which had already taken over Fort Hare. Appointment and dismissal, admission and expulsion are all in the Minister's hands; the teachers, under civil service regulations, are precluded from commenting on government policy. With this precedent to hand, the Nationalists are not likely for long to tolerate the stinging criticism and exposure that issue from the English-speaking universities.

It is therefore no wonder that university teachers, probably in greater proportion than people in any other occupation, are being brought to the decision that they must leave the country. Those of us who are already established elsewhere are receiving moving appeals from our friends to help them; I have had fourteen so far. In the British Commonwealth, outside Canada, vacancies are advertised before appointments are made; the South African applications for them are numerous, if one may judge by the number of requests from Registrars for confidential reports. In North America, on the other hand, the initiative has had to come from friends on the spot. Hence the appeals from those who want to move in this direction.

The N.C.C.U. has now begun to open another avenue to Canada, by circulating lists of vacancies. It is also generously helping in the other direction, by circulating to Canadian universities the applications received from South Africans. Whichever channel is used, however, these applicants are at a disadvantage because of the unfortunate lack

of contact between the two countries. South African degrees, teaching experience in the University of Cape Town or of the Witwatersrand, testimonials from men who are known in Canada, if at all, only by reputation, are all difficult for Canadian universities to assess. South Africans on sabbatical leave normally go to Europe. They are prevented by the expense from reaching North America, unless they are subsidized by one of the foundations; and in that case they spend most or all of the time in the United States. The lack of contact with Canada affects them too. To many of them this country is an almost unknown quantity. The only way out that occurs to them is to answer advertisements from Britain, Australia, New Zealand, or one of the tropical colonies. If they know anyone in Canada, they may write here too. But of those who wrote to me, two accepted appointments in Australia before anything could be found for them in Canada.

To one who knows the calibre of many of the people involved, it would seem unfortunate if Canada failed to get them. A political situation that drives men into exile is, happily, uncommon in the English-speaking world, and one can hope that the plight of the liberal and English-speaking South Africans (and liberal Afrikaners too) may prove to be a unique case, at least on that scale. But it is just in such a case that qualified and experienced men, well established in their professions, are thrown on to the market in significant numbers. The university expansion now beginning in Canada creates a demand which might with advantage be partly met from this source of supply.

The emigrants will of course be of varying quality. Some are eminent, and will have no difficulty in finding jobs. One of my correspondents, the head of a department, has had two offers of chairs in other countries, but would prefer a humbler post in Canada. Another, also head of a department, is known in the United States and will probably have several American offers to choose from. At the other end of the scale of seniority, if not of merit, there are young teachers whose promise is known only to those in close contact with them. They, no less than the first category, would be an asset to Canada. The problem is to distinguish them from the mediocre scholars and the prickly colleagues who must be left, unhappily, to find their own level in the world market. The N.C.C.U. has helped in the solution of this problem by appointing a small advisory committee of ex-South Africans who can assess qualifications and who between them will in many cases know something of the candidates and of their referees.

Hitherto, South African emigrants have been able to take out of the country as much money as an academic family is likely to possess, but this right will not last indefinitely. On the other hand a professor commonly has most or all of his assets invested in his house, and the crisis of 1960 knocked the bottom out of the property market. The difficulty of recovering and mobilizing money so tied up is holding back many people who otherwise would try to move at once. The time has not yet come when many will cut their losses and get out at all costs. But even now assistance towards the cost of the move is a factor that weighs heavily in their decisions. To bring a family of five from South Africa to Canada costs about $2,000, a sum which means more in a South African than in a Canadian professorial budget. A South African making this move has to resign his post at the middle of the academic year, i.e. at the end of June. If his Canadian appointment were dated only from the beginning of September he would have two months without a salary, which would be another deterrent.

I would appeal therefore to those who are making appointments in Canadian universities to give serious consideration to the South African applicants, and if any are appointed to be generous with travel grants. This need not be done merely out of compassion or in the spirit of academic solidarity. I suggest that the South Africans be given not preferential but equal consideration, in the interest of the universities themselves.

FREE INFORMATION!

The National Office has compiled a chart of "Some Administrative Practices at Canadian Universities and Colleges". Issued in February 1961, the chart lists information about thirty-three institutions under the following heads: tenure, salary negotiations, pension plans, insurance, mortgage or other loans to faculty members, grants in aid of research, publication and travel, sabbatical leave and the remission of tuition fees for faculty children.

Copies of the chart have been distributed to the secretaries of local associations. Others are available from the Executive Secretary, Canadian Association of University Teachers, 77 Metcalfe Street, Ottawa.

COMMITTEE ON SCIENCE AND FREEDOM NATAL FUND

The South African Government is about to open another tribal college — this time to apply apartheid to the Indian community — and it is to be situated on Salisbury Island, off Durban. The site has already been christened "Alcatraz." The Indians in South Africa oppose this measure, which forcibly excludes their children from the reputable universities of South Africa and compels them to attend a race-segregated and inferior institution. They are actively engaged in seeking to provide alternative tuition for their sons and daughters, whereby they can qualify for external degrees granted by London University. Premises in the central part of Durban have been obtained for the use of students not wishing to attend the tribal college, with a reading room, library and refectory. But they need books to read in the library and food to eat in the refectory. Money is also needed to pay the rent of the premises and the salaries of tutors.

By the Extension of University Education Act, 1959, the tribal colleges are to be completely dominated by the government of South Africa. Their Councils, their Senates, their Principals, are all to be appointed by the responsible Minister. This Minister is also to have full control over the admission of students, and is expressly given power to refuse admission to any student. The conditions under which the staff of the universities are to hold their posts are such that no self-respecting man could possibly be expected to accept. Appointments, promotions, transfers, discipline and discharge are all to be in the hands of the Minister, who is expressly given power to discharge any teacher in the interest of efficiency or economy, without notice.

On 26 February 1961 the C.A.U.T. Council voted $100 to help provide alternative facilities.

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